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ABSTRACT

The purpose of this publication is to present the reader with brief descriptions of selected alternative schools and programs operating in Louisiana in 1976. Descriptions of many of the better-known types of alternative programs are found, including those that deal with college-bound students, alternatives to suspension/expulsion, and schools/programs for the vocationally oriented and the over-aged. Special emphasis has been given to descriptions of alternatives for those students whose inability to adjust to a "regular" school environment causes unpleasant educational experiences for them as well as for their teachers. After an overview of alternative education, descriptions of 27 alternative programs are given. Along with a narrative describing the schools/programs, information, when available, is provided in the following categories: contact person, grade level of students, number of students enrolled, source of funding, level of funding, and cost per student. (Author/IRT)

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ALTERNATIVE EDUCATION IN LOUISIANA

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Descriptions of Selected Programs

J. KELLY NIX,
State Superintendent of Public Education

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ALTERNATIVE EDUCATION IN LOUISIANA

Descriptions of Selected Programs

By
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Special Student Concerns Project
November, 1976

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INTRODUCTION

The purpose of this publication is to present the reader with brief descriptions of selected alternative schools/programs operating in Louisiana in 1976. It is felt that this information may in some way assist educators who may be considering setting up alternative programs in their local school systems or revamping existing alternatives.

Descriptions of many of the better known types of alternative programs are found in this booklet, including those that deal with college bound students, alternatives to suspension/expulsion, and school/programs for the vocationally oriented and the over-aged. Special emphasis has been given to descriptions of alternatives for those students whose inability to adjust to a "regular" school environment causes unpleasant educational experiences for them as well as for their teachers.

No attempt has been made to include every alternative presently operating within the state. There are, for example, no descriptions of programs for the mentally retarded, since most school systems have for many years provided for the educational well-being of these children and introductory information in the area is not necessary. Others were not included due to their marked similarity to programs which are included in this booklet. Nor has there been any attempt to evaluate any alternative. Many of these programs are so new that it would be premature to pass judgment on whether objectives and goals are being met.

For the reader who is less familiar with alternative concepts in education, the first section is devoted to a cursory sketch of the nature of alternative education as well as brief descriptions of some of the major types of alternatives that are being used in the United States.

ALTERNATIVE EDUCATION: AN OVERVIEW

The term "Alternative Education" is not easily defined. The diverse makeup of the various programs now in operation makes formulating a one- or two-sentence definition next to impossible. A definition can be approached, however, by stating that intrinsic to the alternative concept is the idea that each student has a potential for learning that is unique to that individual and that alternatives complement this idea by providing for the differences with a wide variety of curriculum choices or options. It is important to remember that these options must be made available if the program is to be considered a true alternative. Along with this is the belief that the diverse makeup of alternative education does not prevent all programs from sharing in the idea that students and parents are being provided with a choice in education.[1]

Many educators are asking whether or not the alternative movement can, in fact, be defined. David L. Clark, Dean of the School of Education at Indiana University, asked this question in a recent article in the NASSP Bulletin: *Alternatives in Public Education: Movement or Fad?* After wrestling with the question for several paragraphs, he ended by expressing his frustration over the problem:

> For many academic and some practical purposes, I wish a common set of definitions could encompass the field of options in public education, for then we would all have an easier time identifying, if not resolving, philosophical conflicts.[2]

Others have listed characteristics of alternative education rather than attempting a definition. One example of this approach comes from Dr. Vernon H. Smith, Associate Professor of Education at Indiana University, who in a 1973 *Phi Delta Kappan* article described alternative education like this:

1. They provide options within public education for students, par-

[1] David L. Clark, "Options—Success or Failure?" in *Alternatives in Public Education: Movement or Fad?* (NASSP Bulletin NR 374, 1973), pp. 1–3.
[2] *Ibid.*

ents, and teachers. Usually these choices are open to all, but there must always be a choice for some so that the alternative schools have a voluntary clientele. There are many promising innovative schools throughout the country, but if there is no choice of schools within a community they cannot be included in alternative public schools as defined herein.

2. The alternative public schools have a commitment to be more responsive to some need within their communities than the conventional schools have been.

3. The alternatives usually have a more comprehensive set of goals and objectives than their conventional counterparts. While most alternatives are concerned with basic skills development and with college and vocational preparation, they are also concerned with the improvement of self-concept, the development of individual talent and uniqueness, the understanding and encouragement of cultural plurality and diversity, and the preparation of students for various roles in our society—consumer, voter, critic, parent, spouse.

4. They are more flexible and therefore more responsive to planned evolution and change. Since they originated in today's scientific age, the alternatives have been designed to rely on feedback and formative evaluation as they develop and modify their programs.

5. The alternatives attempt to be more humane to students and teachers. Partly because they tend to be smaller than conventional schools, alternatives have fewer rules and bureaucratic constraints for students and teachers. In many cases the alternative has been designed to eliminate those aspects of the culture of the school which are most unpleasant and oppressive to its clientele.[3]

Even though Professor Smith's characteristics describe a specific educational approach, the fact remains that within his framework there exist a wide variety of programs. The description below should suggest the variety.[4]

1. *Private Schools*—The affluent in our society have always had access to private education as an alternative to public schools. This fact has led some to believe that alternative education is nothing new to our educational system and to some extent this is true. The point is, however, that until recently the masses have had little choice but to send their

[3] Vernon H. Smith, "Options in Public Education: The Quiet Revolution," *Phi Delta Kappan* (March, 1973, p. 435.)

[4] *Alternative Schools: Pioneering Districts Create Options for Students* (Arlington, Va.: National School Public Relations Assoc., 1972), p. 4.; See also Mario Fantini, "Education by Choice" in *Alternatives in Public Education: Movement or Fad?* (NASSP Bulletin NR 374, 1973), pp. 10–19.

children to a rather uniform public school system. For most of us alternative education is new.

2. *Schools Without Walls*—The program is set up in such a way that there is generally no formal building of instruction. Students are exposed to material out in the community and may be found taking classes in hospitals, the city hall, an auto repair shop, museums and businesses. The list is endless. Basic to this system is a belief that there is no separation between the community and learning.

3. *Street Academies, Dropout Centers, Pregnancy Centers*—Although there are exceptions, these schools are primarily aimed at students with special problems. Emphasis is placed on providing meaningful educational programs for the academically failing, pregnant girls, un-wed mothers, dropouts who wish to continue their education, and many others.

4. *Magnet Schools, Learning Centers*—These are schools with a concentration of learning resources designed to "attract" selected students from all areas of a particular community. Usually, but not always, these schools are geared to provide instruction to the academically talented and gifted.

5. *Ethnic Schools, Multicultural Schools*—These schools primarily attract students who for one reason or another feel "victimized" by the more traditional schools. Instruction is centered around courses on cultural pluralism and ethnic awareness.

6. *Schools-Within-A-School*—This alternative can be any of the above described programs with the only difference being that the program itself is housed within a large conventional high school. Instruction usually centers around subjects of special interest such as art, architecture, aviation and others.

7. *"In-School" Alternatives to Deal with Disruptive Students*—Many names are used for these programs. Some of the more popular names are "Student Referral Center," "In-School Suspension" and "Cooling-Off Room" and here in Louisiana, "Intervention Room," "Reclamation Room" and "Behavioral Clinic." Whatever the name, however, most of these programs are designed to provide alternatives to sus-

pension and to keep students in school every available moment. Many programs attempt to reduce the causes for unacceptable behavior through values clarification instruction, "rap" sessions in which the students are given the opportunity to talk in a frank way about why they did what they did, individual counseling, and behavior modification. Other programs take a more punitive approach and require students who are referred to these programs to perform maintenance work in and around the school.

The sudden emergence of these programs has led to much investigation and many questions. Educators, for instance, who see the need for reform in our educational system, have been concerned about the efficaciousness of alternative education, and whether or not it is, at least in part, providing some of the reform they feel the system so desperately needs. Their probing has led to controversy. On the one side are those who feel that educational reform can only come in a system where alternatives are provided. A leader in this group is Vernon Smith, who sees alternative education as providing a ". . . plurality of modes of education . . . necessary to meet the needs of children with a plurality of learning styles."[5] A different view comes from writers such as James Cass, consulting editor for the *Saturday Review*, who finds that

> . . . even when exciting new programs are developed . . . (they) make for little change in what happens to children in the classroom. Upon occasion they do make the school a more interesting place and human place for children . . . but their goal is to make traditional education more effective, to achieve the ancient objectives to the schools more fully and efficiently. In this sense they do not provide true alternatives but merely different and sometimes better ways of doing the same thing.[6]

Others see the need for reform but whose impetus should not come from the alternative movement currently under way. Mortimer Smith, executive secretary of the Council for Basic Education and chief spokesman for this viewpoint, stated recently that "change must be based on something more substantial than the slogans,

[5] Vernon H. Smith, "Options in Public Education," p. 436.
[6] James Cass, "Are There Really Any Alternatives?" *Phi Delta Kappan* (March, 1973), p. 453.

idealogical zealotry, utopian sentimentality that . . . marks the movement for alternative schools."[7]

How this educational "tug-o-war" will finally end is anyone's guess. The chances are good that all of this may never be resolved, for what is in question here for many concerns altering the entire educational system and not just classroom teaching methods and techniques. Juxtaposed with this are the questions dealing with the direction from which the reform should come. Many feel that reform from within is the most practical approach while others see the need to overthrow the system and begin anew.

For the time being, however, it is enough to say that alternative education has a strong base of support and money for growth. This is true when it is considered that the Center for Options in Public Education at Indiana University, established to study and document the growth of alternative education, has been able to do little but estimate the programs now in operation.[8] Here in Louisiana, alternatives are now found in many parishes that a few years ago lacked the financial resources and personnel for such programs.

The reasons for this popularity are varied. We know, for example, that we live in a society so highly technical and specialized that chances for meaningful employment without an education are becoming more and more remote. And yet in the midst of all this are thousands of students who never finish school, for one reason or another, and, unable to find work, eventually find their way to our bulging welfare roles. This situation has made many parents and educators aware that our society can no longer absorb vast numbers of school dropouts. They see our educational system as a way to help eradicate this problem, and feel that the only method by which this can be accomplished is to make sure that educational programs include alternatives that provide a meaningful learning experience for all students, regardless of ability.

The waning of public confidence in "traditional" education has also played a part in the growth of alternative programs. Distressed by continual bombardment of media criticism toward the schools,

[7] Smith, Mortimer, "CBE Views The Alternatives," *Phi Delta Kappan* (March, 1973), p. 443.

[8] Smith, Vernon H., "Alternative Schools: What Are They" in *Alternatives in Public Education: Movement or Fad?* (NASSP Bulletin No. 374, 1973), p. 6.

many parents are beginning to pressure educators with questions about accountability, curricula and the like. Unable to find answers to suit their needs, they are no longer looking to the traditional school systems to educate their children but are turning to those available alternative programs they feel will offer their children the training necessary to "survive" in contemporary America.

Parental interest in alternative education should surprise no one. The very nature of our system of government requires a certain amount of involvement. In fact, involvement has always been a cornerstone in the way our society is structured. And of course education in this country has never been immune from this, as is witnessed by the fact that parents helped push for teacher certification, longer school terms and curricular changes. The field of battle has now switched to alternative education. It's too soon to tell how successful they will be.

PROGRAM DESCRIPTIONS

This section includes descriptions of 27 alternative programs in the State of Louisiana. The information took many months to accumulate and the actual job of collecting the data was accomplished, at least in part, by visiting many of the programs included. For those that could not be visited, principals/directors were contacted by phone or mail and invited to submit program descriptions to the Student Concerns Project coordinator. The latter method of collecting data proved so effective that even those programs visited were also invited to do the same. All graciously consented and the resulting descriptions were in large part constructed from the information provided by the correspondence.

The reader will notice liberal use of phrases and expressions from the submitted reports throughout each program description. It was felt that this would be the best and most accurate way of presenting the material.

SCHOOLS WITHOUT WALLS

Gateway I High School—Orleans Parish

CONTACT PERSON:

Mrs. Marion V. Rabb, *Director*
Gateway I High School
1913 St. Claude Avenue
New Orleans, LA 70116

Grade level of students: 9–12
Number of students enrolled: Approximately 180
Source of funding: Unavailable
Level of funding: Unavailable
Cost per student: Unavailable

Reading the opening statements of the "philosophy" of Gateway I leaves little doubt as to what it is and what it is not.

> Gateway I High School is an alternative to the present conventional classroom-type instructional situation encountered in most U. S. Schools. It is not a vocational or technical school, or a distributive education program, nor is it a school for dropouts.

The school was opened in the spring of 1970 for 100 Title I students. It was patterned after the Parkway Alternative School in Philadelphia, the nation's first school of this type. Since that time, however, Gateway I has become a school for individuals who want to be a part of a program that sees the community as playing a vital role in the learning process. In other words, students and faculty see no separation between the community and learning and many subjects at Gateway I involve learning out "in the city" and away from the classroom. To illustrate, a course offering list at the school includes an elective called "What Is A Radio Station?" The course description reads like this:

> Did you ever wonder what a radio station is really like? Well, here's your chance to find out! You will do all the things the WWNO-FM staff does. You might work on advertising for the station one day. You might learn to work the tapes another day. In short, you will learn how a real live radio station is operated.

In addition to the elective courses, all are expected to complete

state curriculum requirements for a high school diploma. For all courses, grades are not awarded. Instead, a credit/no credit system is used and in many instances contracts between teacher and student are drawn up and signed before classwork begins. In this way a clear understanding is established from the beginning as to just what is expected for successful completion of the course. Whatever the course, all are aimed at providing the student with:

1. A personal desire for learning which might have been weakened in his experience with the traditional system of education.
2. A positive, efficient self-image and a sense of belonging to the intellectual life of the total culture while not denying sub-cultural values.
3. A set of personal values based upon objectivity, skepticism and an ability to evaluate and to interpret.
4. An intellectual curiosity and a concept of the learning process which will enable a student to continue learning throughout his life.
5. An empathy with human nature, its possibilities, its limitations and its mechanisms.
6. The ability to observe, classify, and measure.
7. The ability to communicate verbally in a variety of social contexts.
8. The ability to place events, people and ideas, into the structure of time, space and causation.
9. A desire to re-kindle and strengthen his motivation for learning by a variety of learning experiences more closely linked to real life situations.

Rules and regulations at Gateway I are considerably more relaxed than they are at other more "traditional" high schools. A student, for example, is not considered late for class until ten minutes after the class begins. Total permissiveness, however, does not exist. Students are expected to attend class (six unexcused absences in a class result in no credit for that class) and abide by the parish dress code. Three serious conduct violations result in the student being sent

back to his/her district school. Smoking is permitted but only in designated areas, never in the classroom. These and other regulations are listed in a handout, "Statement of Expectations," which each student is required to read and sign. In addition, the parents of each student are sent for their signature a copy of "the school's expectations of the parents," which includes the statement "You will be expected to . . . see to it that your child fulfills his or her responsibilities to the school."

Gateway I serves students from throughout the parish. Any student who feels that his/her educational potential can be better realized in a less regimented, more open environment is eligible for admission. At present the school has faculty and facilities for 200 students.

STREET ACADEMIES
DROPOUT CENTERS
PREGNANCY CENTERS

Urban League Street Academy—Orleans Parish

CONTACT PERSON:

Mrs. Gail Glapion, *Director*
Urban League Street Academy
3200 St. Bernard Avenue
New Orleans, LA 70119

Grade level of students: Varies—students must be 16 or older
Number of students enrolled: Approximately 124
Source of funding: Title VII—ESAA
Level of funding: $157,113
Cost per student: $1,194

The Urban League Street Academy was founded in 1972 by a grant from the National Urban League to provide a meaningful educational experience to the young dropout or potential dropout. Its major goal was then and is now educating youth and adults, particularly of minority status, whose talents and capacities seem stifled by the traditional school setting. According to Mrs. Gail Glapion, Director of the Street Academy, greater educational attainment with these students has been achieved by providing each pupil at the school with a faculty that uses "creative approaches and innovative methods in their classrooms" as well as a plan that stresses "interpersonal relations between faculty and students . . . which of course helps to nurture personal growth and motivation."

At the heart of the program is a curriculum that is divided into three phases. The first concentrates on providing group and individual counseling along with training in motivation. The second phase, the Academy of Transition, is subject oriented. It is built around a number of interdisciplinary units which deal with the origin of man, language arts, culture, aesthetics, economics, and current events. The third phase helps to prepare the student for a particular career and is appropriately named the Academy of the Future. While in this phase of the program, courses may be pursued that will aid the student in qualifying for the Graduate Equivalency Diploma (GED) or the student may be referred to a vocational training program. Once vocational training has been completed the Urban League Placement Office helps the student find a job.

In order to be eligible to attend the Street Academy, a student has to be at least 16 years of age and out of school one year. Students who are considered "potential dropouts" by their school counselors/principals may be admitted at the age of 15.

The Urban League Street Academy is being funded through the Department of Health, Education, and Welfare under Title VII of the Emergency School Aid Act. A sizeable portion of the budget is dedicated to purchasing periodicals, books, and individualized programs of study. Materials used include World Book-Cyclo Teacher, Educational Development Laboratories (EDL) series, Working with Numbers (math), Cambridge Book Services (English and Reading), and Scholastic Book Services (History, Black Studies). Other services, excluding those of an instructional nature, include a hot lunch program and free public transportation to and from school.

The Street Academy, then, serves to reclaim the youth dropout by helping that person to develop new "modes and patterns of behavior and self-direction." Each student is exposed to new knowledge and skills that help the individual work to his/her full potential. Old talents are utilized and new ones are discovered. Above all, each young person is helped in his search for significance, meaning and truth in his/her life. Hopefully, this can lead to the acquiring of improved skills for coping with stress-filled environmental situations.

A Continuing Educational Program for School-Age Mothers—Avoyelles Parish

CONTACT PERSON:

Mr. Ronald Mayeux, *Director*
Continuing Education Program
for School-Age Mothers
201 Tunica Drive, West
Marksville, LA 71351

Grade level of students: Varies
Number of students enrolled: Program equipped for 60
Source of funding: ESEA Title IV-C
Level of funding: $43,000
Cost per student: Unavailable

As the name indicates, this Title IV program has as its main purpose to help school-age mothers in the parish continue their education but at a separate facility. In addition to helping these students complete their high school education, special counseling is provided in the program to assist each individual with her physical and emotional well-being. The program is for all mothers, whether married or unmarried, who have not reached their 22nd birthday.

A carefully selected faculty of three (all certified in the major academic areas of secondary education) not only assist students with their school work but also act in a liaison capacity between school and home. Ancillary services are provided by a public health nurse, a guidance counselor, the Avoyelles Parish Health Unit, Family Planning and the Avoyelles Parish Welfare Department.

Knowing full well that Title IX regulations strictly prohibit forcing mothers or expectant mothers out of school and into programs of this type, the Avoyelles Parish school system maintains a policy of accepting into these classes only those students who wish to further their education in an alternative setting. Students who choose to remain in their regular schools are permitted to do so.

Guaranteed Respect, Acceptance, Scholarship Improvement, Problem Solving Assistance (GRASP Alternative High School)—Orleans Parish

CONTACT PERSON:

Mrs. Anita Prosper, *Director*
GRASP Alternative School
2346 Laurel Street
New Orleans, LA 70130

Grade level of students enrolled: Varies
Number of students enrolled: Approximately 50
Source of funding: Unavailable
Level of funding: Unavailable
Cost per student: Unavailable

The GRASP Alternative School opened its doors on September 5, 1974 to provide educational opportunities to two different types of students. First, GRASP accepted those pupils who were chronic troublemakers to the point where their schools would no longer accept them. The other group was made up of students referred to GRASP by probation officers of the city. Generally speaking, both groups of students exhibited one or more of the following characteristics:

1. Failure to adjust socially or progress academically in one or more district schools.
2. Hostility toward authority figures or peer groups.
3. Truancy.
4. Poor self-image which discourages participation and growth.
5. Over-aged underachievers.
6. Students who may be or have been drug users.
7. Delinquents released from detention centers.

Today, GRASP remains as one of the few schools in Louisiana that serves the educational needs of the student described above. Its major purpose is to take the hostile, the unmotivated, the mal-

adjusted student and to offer a learning environment which provides the adjustment tools necessary for achievement in a so called "normal" or traditional school. Once this is done, the student is allowed to return to the school from which he/she came prior to entering GRASP. Student-teacher ratio at GRASP is not high. Its 50 students are served by 3 teachers, 3 aides, and one social worker, employed by the school three full days a week.

Teaching responsibilities are centered around a curriculum made up of the four basic subjects of reading/English, social studies, science and math. Physical Education is provided on Tuesday and Thursday mornings. Because of the short attention span of the students, 15-minute breaks are provided after each instructional period. Credits for all subjects taken at GRASP can be transferred to other schools within the parish. By the same token, students entering GRASP carry with them all credits earned up to that time.

For two of the subjects, reading/English and mathematics, instructional levels for each student are determined at the beginning of the school year. Once it is known at what level of difficulty the student can work, he/she is given assignments designed for the student to achieve success and not failure or frustration. Points and grades are awarded depending on performance on these individualized assignments. In the areas of science and social studies, a system of instruction is used not unlike that found in most "normal" or "traditional" schools. This is done to provide GRASP students with a classroom situation much like that which they will find when they return to the regular school system. Grades depend on how well classroom skills are mastered. Failure is rare, provided each student participates in all classroom activities and cooperates with the teacher.

Weekly activities are not limited to instruction in the classroom. Students meet periodically with a social worker for counseling and discussion. According to the principal, Anita Prosper, "These sessions are important parts of the program because the students have multitudes of problems which must be discussed and resolved before successful reclamation into the school system can be made." The social worker at the school is aided in this very difficult and highly important assignment by graduate students of social work from Tulane University, as well as a psychologist and a psychiatrist of the area who have volunteered their services.

Discipline at GRASP is maintained through the use of the GRASP Alternative High School "Constitution," which describes student rights and responsibilities, teacher rights and responsibilities and a demerit system, drawn up by both students and teachers (see appendix). Demerits are given for such things as throwing trash on the school grounds, gambling, smoking outside a designated area, etc. Students are allowed to work off demerits by completing work assignments issued by the student council, but no one is allowed to work off more than 20 demerits weekly. Any pupil with 75 or more demerits is automatically placed on probation.

If what has been described sounds a bit "traditional" in its makeup, it is intended to be that way. GRASP literature, titled "What is GRASP?" describes why this is so:

> We strive to create a school which exudes "normalcy," because when these students leave us they will return to the "normal" schools of the system. We want "normalcy" for students who in cases passionately hate and distrust school. We want "normalcy" for students who have seen school as a place of failure, confusion, disappointment and a training ground for becoming efficient in "con" games.

General Acceleration Program (GAP)— Orleans Parish

CONTACT PERSON:

Mrs. Barbara Spears, *Coordinator*
General Acceleration Program
4100 Touro Street
New Orleans, LA 70122

Grade level of students enrolled: Applicants must be at least two years over-aged for his/her grade placement. Students older than 17 are not accepted.
Number of students enrolled: 400
Source of funding: State Department of Education and local school board
Level of funding: Unavailable
Cost per student: Unavailable

A General Acceleration Program (GAP) was started in 1973 as a result of an investigation by the Orleans Parish School Board that showed large numbers of over-aged pupils enrolled in the various elementary, junior, and senior high schools of the parish. According to Mrs. Barbara Spears, Coordinator of the GAP Program, "the assistant superintendent for instruction wanted some alternative way of accommodating these pupils more satisfactorily and of meeting their instructional needs more realistically." And so GAP was developed to help eradicate the problem.

GAP caters to the educational needs of some 400 students who attend classes at six GAP centers in the parish. They are a part of a plan which has as its major objective "to assist each and every student in the discovery and development of his/her capabilities however limited." Other objectives include:

1. To intensify the holding power of the school through dynamic motivation and expert guidance
2. To develop and strengthen basic communication skills and fundamentals of mathematics
3. To provide learning experiences to combat the influence of competitive "pull away from school" attractions

4. To cultivate a more positive attitude on the part of the student toward his limitations
5. To attempt to improve the student's damaged self-image and elevate his aspirations
6. To provide the student with a marketable skill when he leaves school
7. To counsel students in the selection of vocational training as based on their attitude, interest and abilities
8. To provide individualized instruction
9. To develop individual student talent and skills to their fullest
10. To provide the students with successful academic experiences
11. To foster better home, school and community relationships
12. To develop basic habits and understandings necessary for success in the world of work
13. To acquaint the students with the job market.

To be eligible for this most ambitious project, applicants must have a demonstrated IQ of at least 70; they cannot be younger than 15 or older than 17; and, they must be, at a minimum, two years over-aged in their grade placement. Once in the program, students are assigned to one of two programs, depending in large part on their age. Fifteen-year-olds spend, in a self-contained classroom, two and one-half hours daily concentrating on the basic subject areas of reading, math, and communication skills. Instruction is highly individualized, each student working at a pace that is comfortable. The remainder of the day is given to pursuing subjects from the school's routine offering of art, music, industrial arts, etc. Students who are 16 years or older and have completed the basic program just described, spend a portion of their day preparing for the GED exam. The remainder of their time is spent participating in the Diversified Occupations Work-Study Program. Regardless of the program, however, all GAP students receive credits for GAP subjects, work experience, and electives. Enrollment at each center is generally limited to about 75 students who attend either a morning or afternoon session. The split shift is required since each GAP

center has two classrooms which can accommodate only 20 students at a time.

A large part of the GAP program is centered around individual guidance and counseling and the work-study program. The former concerns itself with helping students make the necessary adjustments required to develop a certain amount of independence, to assume responsibility for choices of a "realistic self-appraisal of (one's) capabilities, interests and attitudes. . . ." The purpose of the latter is to "provide each student with a model or pattern of skills, attitudes, and understandings that will be effective in locating the right job and successfully adjusting to the world of work." To this end, counselors make every attempt to place students in jobs that not only will complement their talents and abilities, but will also provide chances for permanent employment and advancement.

At the end of each school year, each student is evaluated and provided with a number of options. He/she can:

1. Return to GAP
2. Re-enter a regular school program
3. Enter an adult education program
4. Choose to remain full time at their job or seek full-time employment
5. Elect to attend a trade school.

Twin City High School:
Alternative High School Program—Rapides Parish

CONTACT PERSON:

Mr. Travis E. Funderburk
Assistant Superintendent of Instruction
P. O. Box 1230
Alexandria, LA 71301

Grade level of students enrolled: Junior and senior high
Number of students enrolled: 16 junior high, 45 senior high
Source of funding: Local, state, federal funding
Level of funding: Unavailable
Cost per student: $702

Started in August, 1974, by the Rapides Parish School Board, this program seeks to keep in school those junior and senior high students who have not experienced success in the "regular" schools of the parish. According to a description submitted by Mr. Travis Funderburk, Assistant Superintendent of Instruction for the parish, the program provides potential dropouts, dropouts who wish to return to school, the student who is working part-time, pregnant girls, or any pupil who for a legitimate reason needs to be out of his/her "regular" school for a period of time, an opportunity to complete their education. There are a number of ways that this can be done. The student, for example, might decide after a stay at the alternative school to go back to a "regular" high school. Also, any student 18 or older is free to enroll in an adult program. Still a third route might be for the student to leave the alternative school and pursue a trade or vocational training. Finally, there are those pupils who stay at the alternative school, complete the requirements for graduation and receive a high school diploma.

Instruction at Twin City High School is kept as individualized as possible. All students work at their own speed and grades are kept at a minimum. This enables the students to work in an atmosphere free of competition and peer pressure. Thirty-nine units of high school credit are offered as well as all subjects required for completion of junior high school. Instruction is provided by a staff of four carefully chosen teachers: a male coordinator/social studies teacher, a male

mathematics/science teacher, a female English/speech teacher, and a librarian. Both the coordinator and math teacher are certified counselors. The school contains but one large classroom which, in the words of Mr. Funderburk, produces an atmosphere "conducive to a closer teacher-pupil relationship."

The schoo' has not been without problems. According to Mr. Funderburk:

> Some of our students are not sufficiently motivated to learn. Some have severe reading problems for which we are not sufficiently equipped to cope. Our building is too small to accommodate all who need to attend. Our physical location is somewhat removed from the main travel arteries and transportation is a problem.

Despite the problems, however, the program seems to be fostering positive attitudes about school. In a recent survey conducted by the faculty, 75 percent of the students responded that they had good feelings about the program, while 15 percent answered negatively.

Hammond Alternative School—Tangipahoa Parish

CONTACT PERSON:

Mr. Bobby E. Robinson
Supervisor of Curriculum
313 E. Oak Street
Amite, LA 70422

Grade level of students enrolled: Varies, but mostly junior high
Number of students enrolled: 22
Source of funding: Unavailable
Level of funding: Unavailable
Cost per student: Unavailable

Operating from a renovated football locker room, the Hammond Alternative School serves students of junior high age who demonstrate behavior which identifies them as potential dropouts or students headed for expulsion. According to a report submitted by Mr. John Faust of the Alternative School to the Tangipahoa Parish School Board, the objectives of the program are to provide students with learning activities where some measure of success can be experienced, to encourage the development of self-discipline and respect for the rights and property of others, and to provide skills that will enable them to become productive and economically efficient citizens.

The Hammond Alternative School is staffed by an instructor, a teacher's aide, and one part-time youth worker. Other services are furnished by the parish supervisory staff, social workers, the Office of Family Services, and the Office of Youth Services. As of April, 1976, 22 students were enrolled, including 15 males and 7 females, ranging in age from 13 to 16. The majority attended the alternate school an average of from 4 to 9 hours each week. Reading and vocabulary pre-test scores provided in Mr. Faust's report show that most participants were performing at between 2.0 and 4.4 in reading comprehension and 2.5 and 4.9 in vocabulary development.

Instruction is centered around the use of Educational Development Laboratories (EDL) kits. The Learning 100 Communication Skills System, for example, is used to teach reading and language arts. According to Mr. Faust, "the system is designed to allow the

under-educated to select programs by which they may achieve further competency in . . . reading, writing, speaking, listening, and observing, and in the thinking skills that underline these acts." Used in conjunction with the above system are the following: *Target Today*, a program designed to increase vocabulary skills, *Readers Digest Skill Builders* which provides the student with instruction on how to improve listening and comprehension skills, and *English Writing Patterns*, offering the student training in writing sentences and paragraphs. The EDL mathematics system is also used at the school to provide instruction in the four basic areas of addition, subtraction, multiplication and division. Supplementing the math system are the *McCormick-Mathers Skills Kit* and a special teacher-made kit. Science and social studies are not taught as specific subjects.

Admittance to the school is by referral only. Students with severe behavior or attendance problems are eligible for the program but enrollment in the school requires recommendations from the student's principal, visiting teacher or counselor and written permission from the parents of the student. Once enrolled, each pupil is tested and, depending on the results, is placed in an instructional program designed to complement strengths and weaknesses in a given subject area. Each individual works at his/her own level until reaching a high degree of mastery. Quarterly reports are prepared for each student and include teacher comments on such things as attendance, academic achievement, class attitude, and behavior. Completed reports are sent to the parents of the student and, when possible, discussed during parent-teacher conferences. At the end of the school year, each pupil is evaluated and placement for the next year determined.

Middle School Dropout Prevention Program (Project Reach)—Jefferson Parish

CONTACT PERSON:

Mrs. Ruth Autin, *Director*
Special Projects
Jefferson Parish School Board
519 Huey P. Long Avenue
Gretna, LA 70053

Grade level of students enrolled: Varies—majority of students have not reached high school
Number of students enrolled: Approximately 100
Source of funding: School board and Title I
Level of funding: $126,000
Cost per student: $1,260

Several years ago, the Jefferson Parish School System became concerned with a high rate of juvenile delinquency in the parish and decided to begin a pilot program designed to try to eradicate the problem. Three-year pilot funding was secured under the Law Enforcement Administration Act and project REACH was born.

Today funding is provided by Title I and the Jefferson Parish School System. The program is officially called the Middle School Dropout Prevention Program, although many still use the name REACH. The program is centered around a belief that a student's interest for school can be improved to the point where that person will want to re-enter a "regular" school.

Students eligible for the project are junior high aged males who have either dropped out of school or have been indefinitely suspended from Title I middle schools. All are at least one or more years below grade level. Once it is determined that a particular pupil meets the above criteria, a referral is made to the project social counselor and there begins a series of counseling sessions with the student, his parents, and former teachers to determine the best course of action to alleviate the problems that exist.

Once the student is admitted, he is immediately started on the activities of a program that is organized into three parts. The first,

Basic Education, provides individualized instruction in reading and mathematics. Here, all activities are structured in such a way as to give the student as many success experiences as possible. Special materials used included EDL Reading Labs, *Open Highways*, Low Level/High Level, and *Read Magazine*.

The second part of the curriculum deals with pre-vocational training. This component offers training in the two areas of power mechanics and construction. Pre-vocational instructors teach students how to assemble and disassemble engines, as well as basic theory on how and why engines do what they do. The construction phase is designed to give students a basic understanding of reading blueprints, mechanical drawing, carpentry, woodworking, and crafts. For both activities, complete shop facilities are available.

The final program component, recreational activities, is designed "to encourage regular attendance and to provide the desired outcomes with regard to attitudinal development of socially acceptable behavior patterns." This is accomplished by allowing the students sufficient time to participate in such sports as football, baseball, basketball, and bowling. But team sports make up only a part of this activity. Students also attend films and take field trips to the various sites of interest in the New Orleans-Jefferson area.

The 1975–76 school year saw changes in the makeup of the student body prompted by Title IX legislation; provisions were made to include female students for the 1976–77 school year.

School Away From School—Caddo Parish

CONTACT PERSON:

Mr. Lyman Gregory
Assistant Superintendent
Caddo Parish School Board
Instructional Center
1961 Midway
Shreveport, LA 71130

Grade level of students enrolled: 9-12
Number of students enrolled: Approximately 100
Source of funding: Local
Level of funding: Unavailable
Cost per student: Unavailable

The Caddo Parish School Away From School was established several years ago to serve the educational needs of students who wish to finish high school but without having to attend a "traditional" school to do so. Included in this group are potential dropouts, pregnant girls, the dropout who desires another chance, the non-comformist, the part-time worker, etc.

According to a program description supplied by the school board office, the school is administered in as flexible a manner as possible, allowing students to enjoy a great deal of freedom in going about their daily in-school activities. Extreme anti-social behavior, however, is never tolerated. Furthermore, every pupil is expected to take an interest in all activities and to show some progress in all subjects undertaken. Failure to do this within a reasonable length of time can subject that student to being dropped from the program.

A faculty of three provides the approximately 100 students with a highly diversified program of instruction. This can vary from assignments in a textbook to an individualized program based on the special needs of the student. Programmed learning and adult education materials are also used. Credits earned at School Away From School are transferred.

Admission to the program begins with an application to the student's regular school. The school then determines whether or not

the applicant has sufficient need to attend the School Away From School. Normally only those students 16–18 years of age are considered for admission. Students who are 19 or older may enroll for adult education classes.

School Service Leader Program—Caddo Parish

CONTACT PERSON:
Dr. Albertine Hayes
Assistant Superintendent
Caddo Parish School Board
1961 Midway
Shreveport, LA 71130

Grade level of students enrolled: K–12
Number of students enrolled: In 1975–76; 3,845 student contacts made
Source of funding: Local
Level of funding: Unavailable
Cost per student: Unavailable

The School Service Leader Program employs trained personnel to work with disruptive students in "developing such social skills as sharing, taking turns, paying attention to the person speaking, developing respect for individual property and rights, learning how to deal with disagreements without using verbal or physical aggression, learning how to accept school rules . . . ," to name a few.

Other objectives include:

1. Develop a school and community climate conducive to learning
2. Develop interpersonal skills among students, parents, and school personnel
3. Develop human relationships among students, teachers, and parents
4. Reduce behavior problems and identify causes of negative behavior
5. Reduce suspensions, expulsions, and dropouts
6. Encourage the return of white students to the public school system
7. Develop a program of crisis intervention for schools needing assistance

8. Reduce student conflict through group and individual counseling of students.

To implement these objectives, Service Leaders make formal classroom presentations and provide individual counseling.

Child Advocacy Team—Caddo Parish

CONTACT PERSON:
Dr. Albertine Hayes
Assistant Superintendent
Caddo Parish School Board
1961 Midway
Shreveport, LA 71130
Grade level of students enrolled: K–12
Number of students enrolled: Unavailable
Source of funding: Research and Development Fund—Caddo Parish School Board
Level of funding: Unavailable
Cost per student: Unavailable

This program, operating in four Caddo Parish Elementary Schools, has as its major purpose the early identification of those students who show potential for being future dropouts. Included are suspended students as well as those with a high rate of absenteeism.

The program is centered around involving each pupil in at least three "personal development programs," designed to develop in each participant feelings of being and belonging. Activities include pet shows, field trips, nature walks, choir, plays, dancing, shopping trips, and tutoring for those students that need help in their academic subjects.

MAGNET SCHOOLS
GIFTED AND TALENTED
PROGRAMS

Peabody Magnet High School—
Rapides Parish

CONTACT PERSON:

Mr. Claude J. Davis
Assistant Superintendent
P. O. Box 1230
Alexandria, LA 71301

Grade level of students enrolled: 9–12
Number of students enrolled: 1200
Source of funding: State and local
Level of funding: $90,000
Cost per student: Approximately $75

The Peabody Magnet High School in Rapides Parish is one of the largest alternative schools in the state, serving 1200 students, with a wide range of offerings. Outlined in the "Student Registration Guide" are well over 300 subjects ranging from "Nature Study and Environmental Awareness" to "Introduction to Salesmanship," all designed "to develop the fundamental skills and to satisfy personal and social needs." It must be realized, however, that Peabody students who expect to graduate must also fulfill the state minimum course requirements before a diploma can be issued.

Students and faculty are carefully selected to insure that all contribute to the development of a healthy educational environment; an environment which is conducive to learning as well as serving the needs of everyone involved. Criteria for admission include a demonstrated desire to attend the school as well as the recommendation of the student's principal. Once enrolled, each pupil is carefully guided through a specific program of study based on his/her special interests, skills, and goals. The student guide states that these "Personalized Programs . . . offer the student an opportunity for a well-planned, systematic course of study . . . and thus better prepares the student for entry into college, further vocational tra ning or the world of work."

Seniors have a number of attendance options. They can attend school an entire day or part of the day. For qualified students, time is given to attend Peabody a part of the day and college the remainder.

"Independent Investigation:" A Program for the Gifted and Talented— Natchitoches Parish

CONTACT PERSON:

Mr. Mike Whitford, *Supervisor*
Secondary Education
Natchitoches Parish School Board
Natchitoches, LA 71457

Grade level of students enrolled: 5–10
Number of students enrolled: Unavailable
Source of funding: Unavailable
Level of funding: Unavailable
Cost per student: Unavailable

This program for the academically gifted and talented students of Natchitoches Parish provides guidance for those students with marked potential for academic achievement. At present, four elementary, one junior high, two high schools and the Northwestern State University Lab School are participating in the program.

Students are selected only after they have been through a series of tests and evaluations. After selection, they enter a learning environment which affords them the opportunity to be "challenged, to become more independent, and to reach his/her fullest potential." This is accomplished through academic games, problem solving, and decision-making activities, and instruction designed to improve research skills.

In attempting to measure the effectiveness of the program, one high school in the parish asked students to evaluate "I.I." They responded that "I.I." enabled them to "learn effective research in areas of interest, to contact people with similar interests, to learn more than they would on their own, and to acquire increased knowledge of interests."

Gifted and Talented Program—Lincoln Parish

CONTACT PERSON:

Mr. Bobby G. Campbell
Director of Instruction
Lincoln Parish School Board
300 South Farmerville Street
Ruston, LA 71270

Grade level of students enrolled: 6–12
Number of students enrolled: 54
Source of funding: Special Education
Level of funding: Unavailable
Cost per student: Unavailable

The Gifted and Talented Program of Lincoln Parish was started in 1974 and works with students in grades 6 through 12. Its major purpose is to provide selected students with an educational environment that will teach them to use their special talents in the solution of problems related to the various subjects they pursue. Sixth, seventh, and eighth graders study subjects related to the humanities while the older students investigate any area that interests them. Three teachers are assigned 18 students each. Source of funding is through special education with no additional funding required for materials and books.

Gifted and Talented Program—St. Martin Parish

CONTACT PERSON:

Mr. Newman S. Braud, Sr., *Director*
Curriculum and Instruction
St. Martin Parish School Board
P. O. Box 859
St. Martinville, LA 70582

Grade level of students enrolled: 4–6
Number of students enrolled: 18
Source of funding: State and local
Level of funding: Unavailable
Cost per student: $600

Started in January, 1975, the St. Martin Parish Gifted and Talented program "provides for the special needs of selected outstanding students in grades 4, 5, and 6 with emphasis on the enrichment and expansion of educational experiences in the academics." Students are chosen based on past performance in school as well as how they score on a battery of tests given at the University of Southwestern Louisiana.

During the first year of operation, a limited budget prevented the purchase of instructional materials. Because of this, instruction was limited to the teaching of the basic skills in the areas of reading, English, social studies, math and science.

Plans have now been made for a revamping of the program. The "new look" includes the use of instructional materials such as the kit titled "A Total Creativity Program for Individualizing and Humanizing the Learning Process," a reduced work week (all-day sessions will be replaced by twice-a-week three-hour classes) and the possible establishment of a screening committee to select the students for the program. In addition, a math lab has been introduced into the curriculum as well as greater emphasis on teaching students to use divergent thinking in problem solving exercises. Under the new system, every Friday is used by the teacher for a full day of planning.

CAREER/VOCATIONAL PROGRAMS

Career Center—St. Martin Parish

CONTACT PERSON:

Mr. Newman Braud, *Director*
Curriculum and Instruction
St. Martin Parish School Board
P. O. Box 859
St. Martinville, LA 70582

Grade level of students enrolled: Selected juniors and seniors who meet Title I criteria
Number of students enrolled: 180–250
Source of funding: Local, state, federal
Level of funding: Unavailable
Cost per student: $750

The St. Martin Parish Career Center is aimed at providing a meaningful educational experience for those students whose after-graduation plans do not include college. The center conducts vocational curriculum classes for selected junior and senior high students from around the parish who meet Title I criteria. The major objective of the program is to provide students with "saleable skills prior to leaving school."

ALTERNATIVES TO SUSPENSIONS/EXPULSIONS

Juvenile Continuing Education Program—East Baton Rouge Parish

CONTACT PERSON:

Mr. J. M. Claunch, *Supervisor*
Child Welfare and Attendance
East Baton Rouge Parish School Board
P. O. Box 2950
Baton Rouge, LA 70821

Grade level of students enrolled: 7–10
Number of students enrolled: 200
Source of funding: Local
Level of funding: Approximately $50,000
Cost per student: Approximately $250

In 1972, the East Baton Rouge Parish School System decided that a program was needed to accommodate those students in grades 7, 8, 9, and 10 who had been expelled from school and were no longer enjoying the opportunity of getting an education. Out of this concern came a program that today offers a "second chance" to students who, for one reason or another, have not been able to adjust to a traditional school environment. Realizing that many of these students were suffering from emotional problems aggravated by peer group pressures within school, it was determined to structure the program in such a way as to allow students to pursue an education at their own pace but at the same time providing learning experiences that would be meaningful to the emotionally maladjusted.

At present, the described objective has been realized—largely through the use of the McGraw-Hill Educational Developmental Laboratory with the Reading 100 series. This series is supplemented with workbooks of various types as well as high-interest, low-ability level books and pamphlets. As inducement for attendance, special attention is given by the instructor to make the subject material interesting and meaningful. This is most essential since attendance in class is voluntary. As further incentive to get involved, each student is afforded the opportunity to save those credits that would

have been lost had the student not been allowed to continue his/her education.

According to Mr. Claunch, the most important factor of the program is that "it gives a student an opportunity to engage in self-examination and to make some decisions in terms of aspirations, self-direction, and realistic goals." He also states that some of the negative aspects to be considered are that "no transportation is supplied by the system, no effort is made to provide cafeteria facilities, and what is regarded by some as too much freedom for students."

Junior High Alternative School—
East Baton Rouge Parish

CONTACT PERSON:

Mr. J. M. Claunch, *Supervisor*
Child Welfare and Attendance
East Baton Rouge Parish School Board
P. O. Box 2950
Baton Rouge, LA 70821

Grade level of students enrolled: junior high
Number of students enrolled: 53
Source of funding: ESEA Title III
Level of funding: $35,000
Cost per student: Unavailable

The East Baton Rouge Parish Juvenile Continuing Education Program was but two semesters old when school officials in the parish felt the need for a similar alternative program for those students who showed marked potential for expulsion. As a result, a proposal for such a program was written and submitted for ESEA Title III funding and approval.

The Junior High Alternative School serves students in grades 7, 8, and 9 who have been suspended at least once. In addition to the student's demonstrating an interest in attending the school, admission to the program is by recommendation of the student's principal as well as a written request by the parents of the student. Once enrolled, each pupil is expected to maintain a minimum standard of attendance. Failure to do this usually leads to dismissal.

Instruction is much the same as that conducted by the East Baton Rouge Juvenile Continuing Education Program. In addition, ceramic and small engine courses have recently been introduced into the curriculum.

Ouachita Parish Alternative Program—Ouachita Parish

CONTACT PERSON:

Mr. Flordy J. Harris, *Supervisor*
Child Welfare and Attendance
Ouachita Parish School Board
P. O. Box 1642
Monroe, LA 71201

Grade level of students enrolled: Junior and senior high
Number of students enrolled: 19 junior and 24 senior high
Source of funding: Local parish funds
Level of funding: Unavailable
Cost per student: Unavailable

This alternative program provides instruction in the five areas of English, science, math, social studies, and physical education to suspension/expulsion prone students. In effect, it is designed to be an integral part of the parish's attempt to reduce suspensions. It differs from many other such programs of this type in that it is "not designed to benefit slow learners nor is it geared to accelerate a student's progress." Its three main objectives are to take the student who is having adjustment problems and to:

1. . . . change attitudes and behavior of the student to help him/her adjust to the school environment.
2. . . . teach self-respect and peer-respect as applied to duties of individuals in meeting the acceptable behavior of society.
3. prepare the student to re-enter his/her regular school the next school year.

The school provides instruction, much of which is individualized, at both the junior and senior high levels. During its first year of operation, 19 junior high and 24 high school students were enrolled in the school. They were assigned to the program only after being screened by a committee made up of a school administrator and counselor from each student's regular school as well as the supervisor of child welfare and attendance for the parish.

Transportation to and from the class is the responsibility of the parents of each pupil. Classes are held daily and students are dismissed at 2:30 p.m. In some instances, certain students are kept until work assignments are completed even if it means staying after school. Parental permission is required before any student is permitted to stay after the regular closing hours.

In a report on the program, Mr. Harris summed up the first year:

> Students entered the program with a bitter resentment toward the . . . program. However, at the conclusion of the year, they voiced approval of the program and some expressed a desire to be in the program for the coming year. When students began the program, they did quite a bit of damage to school property, but before the end . . . they became watchdogs to prevent defacing or damage to the building. Students made some academic progress, however, only a small number received promotion because of their progress before attending the alternative program.

ESAA Behavior Clinic—Lafayette Parish

CONTACT PERSON:

Mr. Marion Cortez, *Director*
Federal Programs
Lafayette Parish School Board
P. O. Drawer 2158
Lafayette, LA 71501

Grade level of students enrolled: Varies
Number of students enrolled: 2290
Source of funding: ESAA Title VII
Level of funding: Unavailable
Cost per student: Unavailable

The ESAA Behavior Clinic was developed several years ago to provide an alternative to suspension in the Lafayette Parish School System. At the time this alternative program was first being discussed by the school board, much concern was expressed by board members for the problem of reducing suspensions and yet at the same time maintaining a level of discipline that would foster a good teaching-learning environment. To do this, the board decided to do away with the policy of sending students home for minor rules infractions (smoking or the use of tobacco, hooky, fighting, cutting class, etc.) and substitute in its place an "in-school" program that would allow students to remain in their classes during the regular school day and then attend the after school clinic. Here, training would be provided to assist students in modifying their behavior.

According to Mr. Cortez, the program in operation at this time not only deals with the concerns first expressed by the board members, but also provides a positive program of behavior modification for students who are referred to the clinic. Assignment to the clinic can only be made by the principal of the school where the program is located. In addition, the principal also has the responsibility of selecting the facilitator, disseminating information about the program to the faculty, contacting the parents of each referred child, and acting as liaison between the community and the clinic.

No small amount of time is spent in choosing the facilitator. Each must be screened by the principal of the school where the applicant

will be working and by a representative of the parish personnel department. According to the parish prospectus, each facilitator must be "a highly regarded faculty member who is respected by the student body and other faculty members." In addition, the person chosen must be "sincere, empathetic . . . skilled in human relations and convinced that behavior, in many instances, can be altered in a positive way."

Once in the clinic, each student is provided both individual and group counseling in such things as self-concepts (understanding about the process of self-acceptance) and values clarification (learning to make appropriate choices and understanding the possible consequences of the decisions). In addition, a real attempt is made to allow every student to achieve some success, which helps to develop within the individual a certain amount of tolerance for frustration. Some time is also given to allow students to voice their criticisms of school policies, faculty members that they feel are unfair, or any other subject that may be causing their aberrant behavior. All activities are geared to providing the student with the tools to develop a higher level of tolerance and self-control while preserving the student's self-esteem. It is felt that only after this is done can the student once again become a viable member of the school.

Each session of the clinic lasts one and three-quarter hours, serving a maximum of 10–15 students. No student can attend the clinic more than once for the same offense, and no one is given the option of attending the clinic more than twice during the school year.

Detention Room—Webster Parish

CONTACT PERSON:

Mr. W. W. Williams, *Director*
Discipline Detention Room
Webster Parish School Board
403 Shepard Street
Minden, LA 70155

Grade level of students enrolled: 9–12
Number of students enrolled: Varies
Source of funding: Local
Level of funding: Unavailable
Cost per student: Unavailable

The Detention Room is an "in school" alternative program that is now being used in two large high schools in Webster Parish. First started in the fall of 1974, this program has as its basic purpose to provide to students an alternative to truancy, unexcused tardiness, and other minor problems of misbehavior. Those students who are guilty of minor infractions are provided with the choice of being sent home or to the Detention Room.

Students are required to report to the Detention Room until he/she has fulfilled the terms of the detention. Failure to do so results in the student being sent home for the same number of days that would have been given in the absence of the program. Each detention period is one hour in length and held immediately after the end of the last period of the day. Activities during this hour may vary, but usually include individual study, individual and group counseling and, occasionally, special projects with specific learning objectives. At both schools, students must provide their own transportation home after the hour's activities have ended.

The two schools differ in staffing. At Minden High, the Detention Room is staffed by a member of the faculty who begins work each day at 9 a.m. rather than the usual time of 8 a.m. and leaves one hour later in the afternoon. The Detention Room, then, is part of the teacher's daily schedule. At Springhill High, teachers are assigned to the Detention Room for one week stints as an extra duty task. According to a school board official in Webster Parish, the method

of staffing at Minden High seems to be the better of the two. There are two reasons for this. First, the permanency of the position at the school lends a certain amount of continuity to the program as a whole while avoiding the practice of having to "break in" a teacher staff at the beginning of each week. Secondly, as one official in Webster Parish put it, "when the assignment is a permanent one, you are not faced with the old adage of 'everybody's business is nobody's business.' "

Cost of the program is minimal. Staffing is provided for with teachers already on the parish payroll. Purchasing extra materials is not necessary since many of the activities center around students doing assignments for their classes the next day or in individual counseling sessions. Students at these sessions are given an opportunity to voice grievances and to talk about ways to avoid future rules infractions.

Educators in the parish seem to feel that their program does have merit. From the information provided, they feel that their objective to reduce suspensions is being met. A contributory factor to this seems to be the fact that many students sent to the Detention Room loathe the idea of giving up an hour of their time after school which, of course, provides a certain degree of incentive not to return.

Behavior Clinic—East Baton Rouge Parish

CONTACT PERSON:

Mr. Eddie Morrison
East Baton Rouge Parish School Board
P. O. Box 2950
Baton Rouge, LA 70821

Grade level of students enrolled: junior and senior high
Number of students enrolled: 27,556 students referred—3,315 repeaters
Source of funding: Local
Level of funding: $30,625
Cost per student: Unavailable

The East Baton Rouge Behavior Clinic began during the 1974–75 school year in 33 junior and senior high schools in the parish. Because of the number of schools participating, it is one of the state's largest programs. Its purpose is to provide in one and three-quarter hour sessions after school, an alternative to the routine procedure of suspending students for minor rules infractions. In addition, the clinic provides behavior modification techniques to teach students effective ways of substituting aberrant behavior for that which is acceptable. Types of misbehavior dealt with include smoking, excessive tardiness, cutting class, fighting, disrespect for authority, threatening students and the like.

Once it has been determined by the teacher that the student has violated a school regulation serious enough to warrant a referral to the clinic he/she is sent to the office and consults with the discipline officer. The case is heard and disposition decided. Under normal circumstances, one of three things will usually happen. The student may be suspended from 1–20 days, depending on the nature of the offense, the student may be sent to the assistant principal, guidance counselor or dean of student affairs for counseling, or after this session, the student may be sent back to class or to the behavior clinic, held twice weekly, where individual and group guidance sessions are held. These discussions provide both moderator and student the opportunity to discuss why he/she got into trouble and the appropriate behavior that should be used in future, similar in-

stances. After the student has completed the number of clinics assigned, and it is determined by the moderator that progress has been made in changing the student's attitude, an evaluation is completed and sent back to the referring teacher. Once this has been done, the student is free to continue in school as usual. If after a given amount of time, satisfactory results have not been realized, the student is referred to the assistant principal for further counseling and possible additional clinics.

Crisis Center—City of Monroe School District

CONTACT PERSON:

Ms. Emma Gordon Jones
ESAA Director
Monroe City Schools
P. O. Box 4180
Monroe, LA 71201

Grade level of students enrolled: 9–12
Number of students enrolled: Varies
Source of funding: ESAA; 1976/77 school year ESEA Title IV-C
Level of funding: Unavailable
Cost per student: Unavailable

The Crisis Center, used in three Monroe City School District high schools, was designed by Assistant Superintendent Richard O. Miles, Jr., to help reduce suspensions at these schools. It serves, then, as an alternative to suspension and is structured in such a way as to provide a "concept of positive intervention and behavior modification theory and techniques."

This program is based on the belief that certain forms of student misbehavior do not warrant complete, temporary removal from schools. In addition, these problems can be dealt with in such a way that the student is allowed to continue in school and at the same time be provided with the opportunity, under the guidance of a trained professional, to make those attitudinal changes that are necessary to comfortably conform to established disciplinary policies. Its main purpose, according to a report submitted by Ms. Jones, is to "return the problem-prone student to regular school environment with modified behavior, a change of attitude, and improved skills for success." This is effectuated by the program staff, consisting of a system-wide program director and three resource room teacher-counselors, as well as the day-to-day operation of the program itself.

Once a student has committed an offense that warrants suspension, he/she is provided with the option of attending the Crisis Center or going home. If the center is chosen, the student is instructed to go there for an amount of time that varies from case to

case, depending, of course, upon the seriousness of the offense. The offender is also instructed that assignment to the center does not constitute a suspension. Once in the room, the resource teacher provides opportunities for students to explain why they got into trouble as well as listening to any student who needs to voice a complaint. Students are also expected to keep up with their class work while in the room, and the teacher-counselor assists the students in completing these assignments. Each room is equipped with testing equipment, filmstrips, and other educational aids to help the teacher-counselor better serve the students.

A Program for Middle School Minority Group Suspension Reduction—Jefferson Parish

CONTACT PERSON:

Mr. Milton Crosby
ESAA Project Coordinator
Jefferson Parish Public School System
519 Huey P. Long Avenue
Gretna, LA 70053

Grade level of students enrolled: Middle school minority students
Number of students enrolled: Varies
Source of funding: ESAA Title VII
Level of funding: Unavailable
Cost per student: Unavailable

This suspension reduction program in Jefferson Parish is divided into two sections, both with the same objective: to help reduce the number of middle school minority suspensions at six middle schools in Jefferson Parish. Both sections, or programs, utilize seven social workers, three counselors, and three assistants.

The first part of the program is an in-school alternative to suspension called the Intervention Room. Its major purpose is to keep children in school as well as to reduce the number of disruptions to the educational process that occur daily. Other purposes, as listed in a report from project coordinator Milton Crosby, include providing "an opportunity for immediate resolution of classroom behavior problems, providing the classroom teacher with a constructive approach to deal with classroom disturbances, providing a cooling-off period for those students who have temporarily lost self-control, and providing a therapeutic setting for those students who are experiencing school adjustment problems."

Generally, the student sent to the Intervention Room is a student who has a long record of classroom misbehavior and who has not responded in any way to the teacher's methods of handling such misbehavior. Others referred include the student who constantly wanders the halls or the school grounds because he/she does not want to go to class; the student who is forever unprepared for class;

or the student who demonstrates an incapacity to do assignments due to some personal crisis outside school. Then there are those students who create or are involved in so called "crisis" situations (fighting, throwing objects to hurt someone, losing emotional control in the classroom) that are generally referred to the "I" Room immediately. Length of time spent in the room varies depending on the nature of the offense, but in most cases, the student is sent back to the classroom after only a few days of detention.

Each Intervention Room is staffed by a social counselor and an aide. Both are supervised and assisted by a trained social worker. The social counselor is generally responsible for conducting a short counseling session with the student as soon after his/her arrival in the room as possible. This is, of course, to find out why the student was sent and to gain some insight into those conditions that may have caused the student to misbehave. A special attempt is made to allow the student to speak as freely as possible about the misfortune that led to the referral. If the student has been assigned to the room for longer than a few minutes, he/she is allowed to work on classroom assignments. Once they are completed, any remaining time is spent with materials (filmstrips, etc.) and/or other socialization activities designed to expunge those behavioral traits that caused the misbehavior. The social counselor is assisted by the aide assigned to the room. The social worker is responsible for all clinical activities in the room.

The second part of this alternative is "structured around the social worker approach to suspension reduction." Mr. Crosby describes the "social worker approach" as follows:

> Social workers work closely with the permanent counselor assigned to the school in order to facilitate use of previously obtained data and to avoid duplication of effort. However, the social worker's special emphasis is to employ human relations and social interaction techniques. The social workers work with students in both individual group sessions, using information obtained from cumulative records, tests administered, and individual interviews. The social workers assist teachers in management of behavior problems and suggest possible approaches to these solutions. They maintain a log recording individual student interviews and large and small group guidance sessions, as well as parent conferences.

According to Mr. Crosby, the program has experienced much

success and has also had some problems. It certainly has proven "valuable in improving discipline and welfare of students," he said, "and it has prevented repeated offenses." It has given many students a "second chance," has kept students in school and off the streets, and has helped to develop behavioral attitudes conducive to acceptable classroom behavior. Many students, however, have used the "I" Room to avoid classwork. Others, in an attempt to be removed from school, have deliberately tried for referral to the room because they know that in some instances, it is the first step to being sent home.

Reclamation Room—Caddo Parish

CONTACT PERSON:

Dr. Albertine Hayes, *Assistant Superintendent*
Caddo Parish School Board
1961 Midway Street
Shreveport, LA 71108

Grade level of students enrolled: 9–12
Number of students enrolled: Varies
Source of funding: Unavailable
Level of funding: Unavailable
Cost per student: Unavailable

The Caddo Parish Reclamation Room is designed to provide students with an alternative to suspension. Students referred to the "R" room are allowed to work and receive help on those assignments that they would otherwise have missed if they had been sent home. They are even allowed to take any tests that are given in their classrooms while they are in the room. Until the assigned time in the room is completed, no student is allowed to attend school activities such as pep rallies, etc.

The principal or assistant principal at each school makes all referrals to the "R" room. Additional duties include notifying all homeroom teachers of those students who are to remain all day in the room, as well as the number of days assigned to the student, and providing the same information to the teachers of the students. All teachers of referred students are expected to mark them present for those days they are attending the program.

OTHER PROGRAMS

Total Reduction in Absenteeism of Children (TRAC)—Orleans Parish

CONTACT PERSON:

Mr. Joseph Marchese, Jr., *Coordinator*
Orleans Parish School Board
703 Carondelet Street
New Orleans, LA 70130

Source of funding: Unavailable
Level of funding: Unavailable

TRAC cannot be classified as an alternative program but is included because it attempts, with the use of data processing equipment, to accomplish that which other programs try to do using trained personnel: to reduce absenteeism and prevent students from dropping out of school. Used in ten secondary schools in Orleans Parish, it provides on a day-to-day basis a computer printout of those students who were absent in participating schools the previous day. This includes full-day absences as well as class absences. A special feature of the report is a section which gives cumulative absentee data on absent students. Once the schools have received this information, they inform the parents (by phone or post card) of the absence of their child/children on the previous day. Furthermore, each teacher is presented with a printout of those students who were not in class the day before. This enables the teacher to check not only for students who may have "cut class," but also for those who are habitually absent. For the latter, student or parent conferences are scheduled to determine the causes for the absence.

According to Mr. Marchese, TRAC's first year showed a 6 percent reduction of absenteeism in participating schools. Non-TRAC schools, on the other hand, experienced a 3 percent increase.

This year things look even more encouraging. Records for the first two-thirds of the school year show absenteeism in the project schools down 21 percent as compared to last year.

Mr. Marchese did indicate one weakness in the program. He stated that "the accuracy of the information is directly related to the willingness of regular teachers to submit computer cards on all

absentees, and to the ability of substitute teachers to do what is required. Our experience indicates that our data is 95 percent accurate."

Follow-Through Program—Vermilion Parish

CONTACT PERSON:

Mr. Roy Broussard, *Superintendent*
Vermilion Parish Schools
P. O. Box 520
Abbeville, LA 70510

Grade level of students enrolled: 1–3
Number of students enrolled: 350
Source of funding: Federal
Level of funding: Unavailable
Cost per student: $650

Started in 1969 and based in large part on the Tucson Early Education Model, the Vermilion Parish Follow-Through Program is designed to assist economically deprived students in grades 1–3 whose environment fails to provide the necessary exposure to those skills and abilities that are required to lead a productive life in contemporary America. To accomplish this, the approximately 350 first, second, and third graders who participate in the training program are provided individualized instruction in language skills, training in the importance of the learning process with special emphasis given to the organization of information so as to learn to discriminate the important from the irrelevant, motivational techniques that help to foster positive attitudes towards self, school and community, and social arts and skills. To this final area, each student is taught basic information on the democratic process, cooperation skills, and effective planning.

Instruction in the above four areas is centered around the child's participation in the activities conducted at the learning center. Guidance and assistance are provided by a teacher and an aide. In addition, a program assistant visits the room periodically to provide new techniques and concepts to the teacher as well as helping to coordinate the ongoing classroom activities.

The teacher, assisted by the aide, is expected to enhance the students' learning experiences by providing frequent one-to-one interaction. When it is considered that each child in the program comes to class equipped with different values, attitudes, and

abilities, individualized instruction is a must. Only in this way can the child learn to develop individual skills at a rate at which he/she can be comfortable. Ample opportunities are also available for teachers to observe and recognize individual differences in skills and interests. Other techniques include imitation, in which the child is encouraged to imitate positive behavior, gratification, which emphasizes positive reinforcement (praise, affection, attention, etc.) for positive behavior and orchestration or the combining of the various disciplines taught so that none are overemphasized independently of the others.

In Vermilion Parish, auxiliary services are provided by the various health agencies in the parish (providing dental work, physical exams, etc.) psychological consultants who primarily assist the Follow-Through staff in formulating plans to help each child achieve the desired goals of the program, and parents, most of whom are recruited from Head Start families and welfare recipients. Meetings for the parents are held monthly and parish officials state that attendance has been very good. These monthly meetings generally offer information about the progress of the program as well as presentations from parish consultants who provide information on home management, family planning, parish financial services and the like.

APPENDIX

In many of our schools, student-teacher congruity is not what it should be, resulting all too often in both groups working against rather than for a school environment conducive to learning. Printed below is the school "Constitution" of the GRASP Alternative High School in New Orleans. It is one of the few Constitutions of its kind in the State and gives valuable insight into the kinds of regulations that can be used to insure the orderly operation of an alternative school. This "Constitution" is also a fine example of what can result when both teachers and students work together to establish an educational climate of which they can be proud.

GRASP Alternative High School "Constitution"

PURPOSE

To help Students and Teachers, together work for the betterment of GRASP School. To preserve a safe and calm atmosphere whereby students feel comfortable and learn. To make the GRASP School name something to be proud of in New Orleans.

STUDENT BODY OFFICERS

I. There shall be a council consisting of six members. Two members will be elected from each class.

II. Qualifications:

Each council candidate must declare his intention to run for general office. Each Council candidate may not have more than 50 demerits. Each council candidate must have an average of at least C in all subjects. Each candidate must be willing to meet with teachers to conduct school business.

III. Students shall be allowed to work off demerits. Twenty demerits can be worked off each week through Contractual agreement on a job with the Student Council.

IV. Students with over 75 demerits may apply to the Council for probation.

V. Qualification of General Offices

The qualification of this shall be the same as those of the

council members. Must be elected to the council of a class. All candidates for council must stand up before the group and tell why they should be elected. The general offices will be determined by secret ballot of the entire student body. A majority vote is required to be elected.

DUTIES OF THE COUNCIL AND GENERAL OFFICE HOLDERS

I. The six council members will represent their social studies classes during council meetings.

II. Regular meetings will be held with a teacher advisor to plan for general assembly meetings.

III. The members of the council will hear and vote on all appeals for student demerits brought by Students. A council member shall have the right to withhold his vote if some circumstance may prejudice the vote. He must state his reasons for not voting.

IV. The student council shall be able to petition the teachers and to apply their own solution for an agreed upon trial period. If it is decided by a 2/3 vote of the teachers that the solution or new bylaw works, the students' amendment stands.

V. Duties of the President:

Represent the student body in all official capacities.
Conduct the meetings of the council.
Conduct the meetings of the assembly.
Represent grievances of the students to the teacher advisors. "Rap" sessions must be scheduled within two days of the request of the council.
The president shall have the right to appoint new council members in the event of vacancies which occur prior to a regular election.

VI. Duties of the Vice-President:

The Vice-President will assume all of the duties of the President in the event of his absence or his incapacity to serve.
He will direct all special committees of GRASP.
He will appoint special committee members.

VII. Duties of the Secretary:

The secretary shall keep minutes of all council and assembly meetings.
The minutes shall be read at all assembly meetings, and at council meetings at the request of the council. The secretary shall also supervise any official school publication.

VIII. Duties of the Treasurer:

The treasurer shall keep an accurate account of all money collected and dispersed by the council. A report of the account shall be made at each general assembly meeting and at council meetings upon the request of the student body.

IX. Duties of the Sergeant at Arms:

The Sergeant at Arms shall have the power to keep assembly meetings in order, and to issue demerits to anyone who is out of order at the direction of the President.
He shall maintain confidentiality of all members so that they may be recognized by the chair.

X. The order of responsibility for the student council in the event of absence or incapacity shall be as follows:

1. Vice-President
2. Secretary
3. Treasurer
4. Sergeant at Arms
5. Council member selected by other members of the council.

CAUSES FOR INCAPACITY TO SERVE ON THE COUNCIL

I. Academic probation, lower than C average in subjects.

II. 50 or more demerits

III. Under Appeal for demerits.

IMPEACHMENT

Council members may be impeached for any of the following reasons:

I. Excessive academic probation

II. Probation from 75 or more demerits

III. When it is decided by a majority vote of the general assembly or 2/3 vote of the council that a council member is not serving the best interests of the students or is violating the constitution.

IV. By a 2/3 vote of the teachers for any of the above reasons.

CONVICTION FROM IMPEACHMENT

I. After a hearing by the Council, Teachers, and the General Assembly, a 2/3 vote for Impeachment by either the General Assembly or the teachers or both.

PROCEDURES FOR MAKING BYLAWS AND ISSUING DEMERITS

I. A new bylaw must be presented to the council by a council member.

II. Teacher advisors through 2/3 vote shall be able to submit or change bylaws they deem necessary for the safety or betterment of GRASP School.

III. Students shall be allowed to work off demerits.
Twenty demerits can be worked off each week through Contractual agreement on a job with the Student Council.

IV. Students with over 75 demerits may apply to the Council for probation. In order to successfully complete probation, the student must meet with the council and agree to a period of time and duties to be performed. No additional demerits may be acquired during the probationary period or probation is revoked. Twenty demerits per week may be deducted during probation for completing the assigned duties.

The following is a list of rules set up by the GRASP School Council for the orderly running of the school. The demerits given for the infraction of each rule were determined by a student committee.

1. Anyone out of order in class and during meetings will be asked to leave. 10 demerits

2. Gum chewing is allowed but popping it in class is not. 15 demerits

3. *Everyone* will show respect for everyone else. Disrepect. 25 demerits

4. No gambling during school hours. 10 demerits

5. Class and lounge must be left in orderly condition. 5 demerits

6. No running or loud noise in the hall. 20 demerits

7. No throwing trash on the school property or damaging property. 5 demerits—plus policing area and/or undoing damage.

8. Smoking is permitted only in the lounge, table tennis room and outside areas. 10 demerits

9. No leaving the school grounds without permission, and no unexcused absences. 25 demerits

10. Suspicion of smoking marijuana or drinking alcoholic beverages.

    A. Seen smoking or drinking—75 demerits and parental conference

    B. Smelling odor, finding evidence on person—75 demerits and parental conference

    C. Smelling odor, not finding evidence or seeing person in group—25 demerits and warning

    D. Same offense a second time receives 50 demerits and parent conference

    E. Two offenses of A, B, C, D—Suspension (indefinite)

11. Fighting

    1. When a fight takes place, both students will be sent home.

    2. Each student will return the next day, one in the morning and one in the afternoon.

    3. The Council will find witnesses and hear the case on the next day. The Council will discover who is guilty of starting the fight.

4. The person found guilty of starting the fight will receive 50 demerits.

12. No one allowed behind the boys' or girls' rest rooms. 25 demerits

BYLAWS—STUDENTS' RIGHTS

I. The students shall have the right to make or to amend bylaws through 2/3 vote of the general assembly as they see fit for the betterment and safety of GRASP Alternative High School.

II. The students shall have the right to representation by a Student Council Member.

III. The students have the right to petition the teachers for a "Rap" session through the student council and to have it scheduled within two days. The "Rap" session may be for explaining grievances or for business deemed necessary by the members.

IV. The students have the right to be heard in council meetings, general assembly meetings or "Rap" sessions without fear of reprisals from anyone.

V. Students may not be issued demerits for anything which is not so stated in the bylaws for demerits.

VI. Students may not be issued demerits for any offense which is not heard by the Student Council.

VII. Students have the right to face their accuser when receiving demerits. In the event the accuser won't or does not attend the appeal meeting, the charges shall be dropped.

VIII. No student can be required to testify against himself.

IX. Students have the right to speedy council hearings when there is an appeal for demerits held against those students.

X. Students have the right to attend their classes as long as they are co-operative and not on suspension.

XI. Students have the right to private counseling by any teacher or social worker. If at all possible, counseling shall be on the day so requested. A student has the right to confidentiality in all matters discussed.

XII. All students have the right to equal participation in all student activities such as basketball, table tennis, volleyball and clubs, etc.

XIII. Students have the right to request and be allowed to see and be explained their grades within a reasonable time.

XIV. Students have the right to smoke in designated areas.

XV. The students have the right to two (2) fifteen minute breaks and an hour lunch break.

XVI. Students have the right to make an appeal for demerits against other students for violation of rules stated in the bylaws. Two witnesses must be presented.

XVII. Students have the right to know what standards they are being judged by in their classes and to have the grades issued accordingly.

XVIII. All students have the right to respect by the teachers.

BYLAWS: TEACHERS' RIGHTS

I. Teachers have the right to teach in their classrooms without excessive disruption.

II. Teachers have the right to set grade-standards, and to have those standards met for the issuance of grades. Grades are earned, not given.

III. Teachers have the right to make appeals for demerits for the violation of rules. No witness is required for teachers.

IV. Teachers have the right to direct students to their classrooms or another part of the school in order to insure and preserve safety and tranquility at GRASP School. Teachers may take any logical action necessary to preserve the safety of persons at GRASP School.

V. Teachers have the right through 2/3 majority vote to pass bylaws for the preservation of safety, or improvement of GRASP School.

VI. Teachers have the right to eject students from the classroom who are disrupting classes.

VII. Teachers have the right, with the permission of the Principal, to send students home who are excessively disruptive. The teacher has the right to a parent conference before the student may return to class. Teachers have a right to inform parents when students are being sent home.

VIII. Teachers have the right to call "Rap" sessions of the general assembly.

IX. All teachers have the right to respect by the students.

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